



**INDIANA COMMISSION ON
HISPANIC/LATINO AFFAIRS**

ICHLA

2006 – 2007 Report

**Mitchell E. Daniels, Jr., Governor
Pat Sanchez, Executive Director**

TABLE OF CONTENTS

I. EXECUTIVE SUMMARY	3
II. INTRODUCTION & BACKGROUND	3
III. INDIANA’S HISPANIC/LATINO POPULATION	5
A. Demographics	5
B. Identity	8
C. Culture	8
IV. UPDATES/REPORTS FROM ICHLA SUBCOMMITTEES	9
A. Education Subcommittee	9
1. Demographics and Statistics	9
a. Hispanic/Latino K-12 Students	9
b. Hispanic/Latino Higher Education Students	10
c. Hispanic/Latino Adult Education Participants	11
2. Trends in K-12 Education	12
a. ISTEP+ Performance Data for SY 2006-07 by Ethnicity	12
b. Graduation Rates Compared to State Average	14
c. Current Programs and Initiatives	15
d. Licensure for Career and Technical Education Programs	15
3. Continuing Education: Successful Patterns	16
a. Enrollment	16
b. Financial Aid	17
4. Adult Education Programs	17
a. ESL Programs and Workforce Development	17
B. Business/Economic Development Subcommittee	18
1. Indiana Hispanic/Latino Buying Power	19
2. Research and Classification	19
3. Owner Demographics	19
4. HBE’s Industry and Characteristics	20
5. Conclusions	21
C. Legislative Subcommittee	21
1. Findings and Research	22
2. Education	22
a. Pre-school Access	22
b. K-12 Performance	22
c. Colleges and Universities	22
3. Economic Development	23
D. Health Subcommittee	23
1. Heart Disease	24
2. Obesity	24
3. Substance Abuse	24
4. Oral Health	25
5. Teen Pregnancy	25
6. Mental Health	26
References	27
Acknowledgements	29

I. EXECUTIVE SUMMARY

A. Description

This report outlines the findings of the ICHLA Subcommittees including Education, Business/Economic Development, Legislative, and Health for the 2006-2007 fiscal years. Due to administrative changes and other unforeseen developments in ICHLA, several subcommittees have not completed the analysis and compilation of their data at the time of this report. Absent are the finalized reports of the Performance & Assessment, Civil Rights & Housing, and Gang Issues Subcommittees. Therefore, the findings herein represent what is available to date.

B. Subcommittee Findings

1. Education

According to the Indiana Department of Education, roughly 6% of Indiana's total student population are of Hispanic/Latino ethnicity. The State average graduation rate for all students is reported at 76.5% for the 2006-2007 school year. Due to recent changes in graduation rate calculations, data for individual ethnicities, including Hispanic/Latino, is not available. The most recent ethnic data available, from 2004-2005 school year reported the Hispanic/Latino high school graduation rate at 82.9% compared with a State average of 89.8%. In terms of performance in ISTEP+, Hispanic/Latino students are passing at a rate of 54% in Language Arts and 62% in Mathematics compared with 51% and 52% for African American students and 72% and 75% State averages respectively. However, it is important to note that 50% of Hispanic/Latino students were identified as Limited English Proficient (LEP) in school year 2006-07. In terms of higher education, enrollment of Hispanic/Latino students at two and four year institutions of higher education is at 70% compared to the State average of 75%. Hispanic/Latino students comprise 2.3% of the student population in Indiana University-Purdue University-Indianapolis (UIPUI) for school year 2006-2007, yet have experienced growth in enrollment of 13.9% since 2004-2005 school year. The Office of Adult Education reports that over 20% of the approximately 42,000 adults served by adult education programs in 2006 were Hispanic/Latino. This statistic is significant since Hispanics/Latinos comprise only 6% of the total State population. Although most participants are ESL programs, for the 2005 program year, 46% of students from Beginning Literacy to High Advanced levels achieved an educational gain compared to the national average of 34%. The two most notable areas for improvement for Hispanics/Latinos in terms of education remain English language proficiency and financial aid.

2. Business/Economic Development

Hispanic/Latino buying power in Indiana was \$4.9 billion in 2005 and will increase in 2010 to \$7.1 billion. Between 1997 and 2002 the number of Hispanic Business Enterprises (HBEs) in Indiana increased from 4,277 to 5,482.

The majority of the HBE industry includes Wholesale/Retail/Distribution, Professional Services, and Food Services. Most have less than 5 employees, have been around for an average of 3.2 years, and are valued at an average range of \$180,000 to \$1.3 million. A common misconception is that HBEs are Spanish-only businesses, but that is not the case. Most HBEs are actually fluent in English. In the past two years 30% of HBEs applied for a loan; 81% of those business loans were approved. However, most of the HBEs view a lack of capital as a barrier in developing their business. Only one-third of the HBEs in Indiana have a written business plan. Access to business development capital remains an area for improvement in terms of economic development for Hispanics/Latinos.

3. Legislative

Indiana's Hispanic/Latino communities face multiple challenges in areas such health care, education, employment and training, crime, language barriers, driver's license, and many more. Some policy considerations must include extending the notion of industry to include the relevant sectors of Latin American countries, the ability for business owners to identify and value opportunities that can increase their competitiveness, an integrated business development plan, and increasing access to loan and equity based capital. A viable solution to the driver's license issue, allowing many Indiana Hispanics/Latinos to work to try to meet the daily needs of their families remains an area for improvement.

4. Health

Despite a decline in the number of deaths due to heart disease, the Hispanic/Latino population continues to have a high rate of heart disease. Additionally, obesity among Hispanics/Latinos has increased from 11.6% to 23.7% between 1991 and 2001. The national average for fruit and vegetable consumption among Hispanic/Latino adults was 20.4%. Traditional dietary programs exist, but many in the Hispanic/Latino population have a hard time identifying with them. Hispanics/Latinos are not unaffected in terms of drug use and teen pregnancies. Studies reveal that 8th and 12th grade Hispanic/Latino students have the highest rate for some drug use and Indiana Hispanics have the highest prevalence of adult binge drinkers at 18%. In 2002, 40% of all Hispanic/Latino girls aged 15-19 reported having had sexual intercourse, a decrease from 56% in 1995. Even though teen pregnancy is on the decline, there is still a need for it to decrease even more.

C. ICHLA Recommendations

Due to the ongoing research and data analysis efforts by the ICHLS staff during FY2008, the Indiana Commission on Hispanic/Latino Affairs will respectfully withhold its recommendations at this time until the next upcoming report due out in February 2009.

I. INTRODUCTION & BACKGROUND

Created in 2000, the Indiana Commission on Hispanic/Latino Affairs (ICHLA) is charged with identifying issues affecting Hispanics/Latinos in the State of Indiana, promoting cooperation and understanding between Indiana's Hispanic/Latino communities and other communities throughout the state and reporting to the Governor and Legislative Council regarding Hispanic/Latino issues and recommendations for action. As previous Commission reports have documented, the Hispanic/Latino population has grown over the past several years, with the most recent growth occurring in Indiana's rural counties. Current population estimate is at 303,048 or 4.8% of the total Indiana population.

In addition to contributing to Indiana's workforce, culture, diversity and quality of life, the Hispanic/Latino population confronts a number of challenges in every day Hoosier life. General issues prevalent in most areas for Spanish-speaking Hispanics/Latinos are language and cultural barriers.

The increase in the Hispanic/Latino population presents both challenges and opportunities in education, health, business, economic development, transportation and other areas. This report represents many months of research, data collection and input from various areas throughout the state. The report includes a review of issues facing the Hispanic/Latino populace and recommendations for state action.

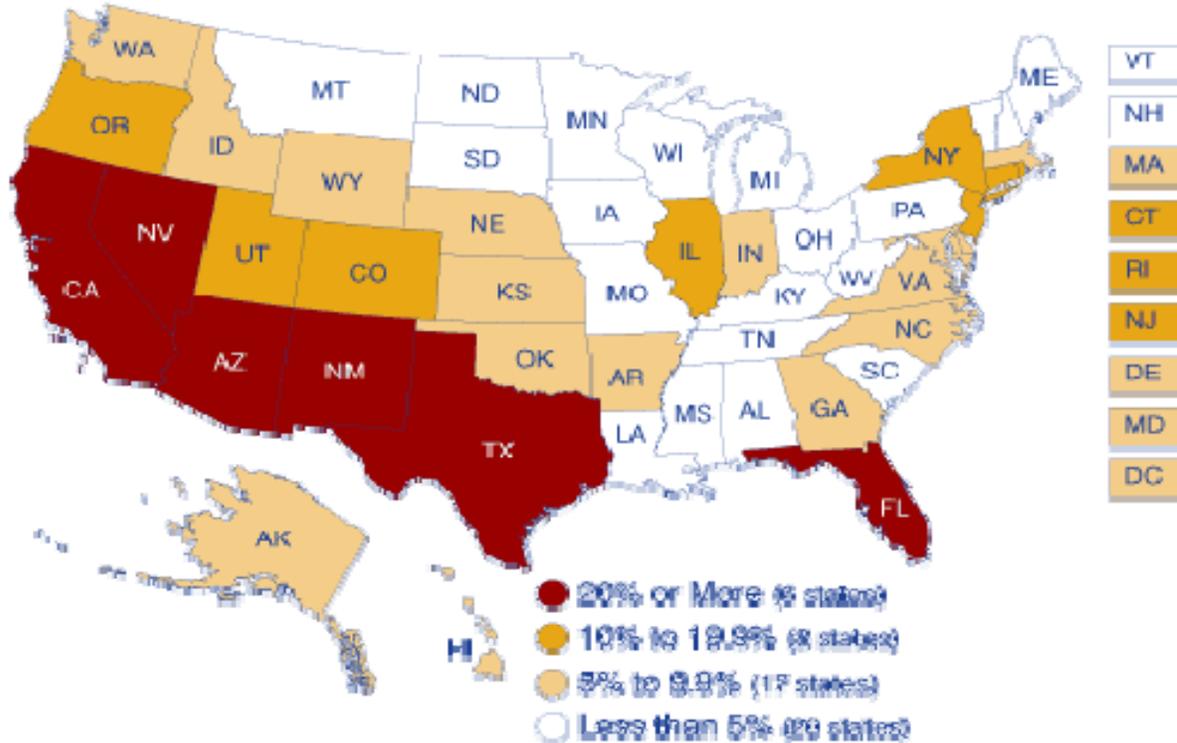
In 2006 and 2007, the Commission took a proactive approach in developing strategies for data collection and for receiving public input on the relevant issues affecting the Hispanic/Latino population from across the state. This report showcases both the current and the continuing research that the Commission initiated through the use of local public forums, subcommittee research initiatives and regional input gathered from the public monthly Commission meetings. This report contains a brief summary of each subcommittee report.

II. INDIANA'S HISPANIC/LATINO POPULATION

A. Demographics

The Hispanic/Latino population is currently the largest minority group in the country, and a significant portion of the population is immigrant. The U.S. Census reports that there are currently over 44.3 million "Hispanic" individuals residing in the U.S. While there is an increase in Hispanic population the migration flow has slowed down since 2006. Migration flows especially from Mexico have been due to high demand for new workers in the U.S. economy. A variety of factors, from political conditions in countries of origin to immigration enforcement in the U.S. have contributed to the slowed migration process. On average, the population rate grew at an 8% increase yearly from 2005 to 2006. In 2007 the population increased but only at a rate of 4.2 %.

Figure 1: Percentage of Total Hispanic Population by State



Source: IBRC, using U.S. Census Bureau data

According to 2007 estimates from the U.S. Census Bureau, 315,000 Hispanic currently live in Indiana or about 5% of the total population. Since the 2000 Census, Indiana has grown by 100,000 people.

Despite the growth, Indiana ranks 31st among the 50 states and the District of Columbia in Hispanic/Latino population.

Indiana's strong economy, high demand for laborers, readily available housing and inviting family environment attract many newcomers who in turn make significant economical and cultural contributions to Indiana. In recent years, Indiana has experienced rapid growth in Hispanic/Latino owned businesses, media, and leadership. Furthermore, the Hispanic/Latino labor force in Indiana has provided considerable support to the economic development of the state, by filling thousands of jobs that otherwise would have risked relocation out of the state or even out of the country. Significant portions of both documented and undocumented Hispanics/Latinos in Indiana communities face considerable barriers in meeting daily necessities and in obtaining health care, education, childcare etc.

Figure 2: Indiana's Demographics, 2006

Population Type	Total Population	Percent of Total Population
Total	6,313,520	
White	5,574,816	88.3%
Black	561,903	8.9%
Hispanic/Latino	301,681	4.8%
Asian	82,075	1.3%
2 or More races	69,448	1.1%
American Indian or Alaskan Native	18,940	0.3%
Native Hawaiian and Other Pacific Islander	3,156	0.05%

Source: U.S. Census Bureau Population Estimates, 2006

Since the 1990 U.S. Census, counties such as Crawford, Davies and White have had over 700% increases in their Hispanic/Latino population, while Cass County has had an increase of over 1300%. Dubois, Hendricks, Montgomery and other counties have also grown significantly with a 400+% increase in their Hispanic/Latino population. Since none of the aforementioned counties rank in the state's Top Ten in Hispanic/Latino population, the total Hispanic/Latino population numbers are well below that of number 10 Bartholomew which is 2,754 total. The Bureau of Citizenship and Immigration Services (BCIS) reports the number of undocumented immigrants in the State of Indiana at 45,000. As of the year 2008, ICHLA estimates that these numbers have very likely increased.

Figure 3: Top Ten Indiana Counties with the largest Hispanic/Latino Population, 2006

	Hispanic/Latino Population	Rank
Lake	68,694	1
Marion	57,123	2
Elkhart	26,546	3
Allen	19,449	4
St. Joseph	15,734	5
Tippecanoe	10,619	6
Hamilton	6,776	7
Kosciusko	4,975	8
Noble	4,743	9
Bartholomew	2,754	10

Source: U.S. Census Bureau Population Estimates, 2006

B. Identity

The diverse Hispanic/Latino population does not share a common culture or language. Depending on place of origin, Hispanics/Latinos may speak a variety of languages, including Spanish, Portuguese, indigenous dialects, etc. They also celebrate different holidays and utilize different customs and practices in culture. The trait that all Hispanics/Latinos share, however, is ancestry to different countries in Latin America.

Many Hispanics/Latinos speak Spanish, English and more commonly both languages. Some prefer to be referred to as Hispanic while others prefer the term Latino. The U.S. Census explains that "Hispanic" or "Latino" individuals classify themselves in one of the specific Hispanic or Latino categories listed on the Census 2000. As previously mentioned, these classifications include: Mexican, Puerto Rican, Cuban, etc. as well as "other Spanish, Hispanic or Latino." Furthermore, origin can be considered as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. It should be noted that people who identify their origin as Spanish, Hispanic or Latino may be of any race (U.S. Census Bureau 2000).

Hispanics/Latinos who speak Spanish only, most of whom are immigrants, express views that are distinguishing from native-born individuals. Those who speak English and Spanish or English only share views more similar to the mainstream, native-born population (Fry et al. 1-3).

C. Culture

Hispanic/Latino culture is most commonly defined by the rich contributions made to society through different religious practices, traditional customs and celebrations. One trend in culture that is prevalent among many Hispanic/Latino groups is the priority and importance of family above other areas. Religion is also a staple of Hispanics/Latinos nationally, with 70% of Hispanics/Latinos being Catholic, 23% Protestant, 6% with no religious preference or other, and 1% practicing other world religions (Espinosa et al. 14). Churches are often viewed in the community as a trusted source, where many Hispanics/Latinos attend to worship, socialize and receive social services.

III. UPDATES/REPORTS FROM ICHLA SUBCOMMITTEES

A. Education Subcommittee

The ICHLA Education Sub-committee was comprised of commissioners, professors, school psychiatrists, teachers, community leaders and other individuals from Indiana communities across the state. This committee was tasked with researching education-related issues that affect Indiana's Hispanic/Latino community and reporting these issues and recommendations back to the Commission. During 2006-2007 the Education Sub-committee concentrated on the following areas:

1. Promote awareness of current successful adult education programs in the state (with a focus on English as a Second Language), review methods and performance and recommend similar successful programs.
2. Monitor and report on the latest statistics regarding the Hispanic/Latino education gap in Indiana's K-12 schools. Monitor and report on the number of Hispanics/Latinos entering higher education institutions and the barriers to entry.

These areas have been addressed in several ways.

Education, Office of Adult Education, shared a presentation with the ICHLA Education Sub-committee at the September 2007 meeting. Information presented at that meeting, including enrollment data and examples of successful adult education programs, is outlined in section III.3 of this report.

Section III.2 provides data on the K-12 achievement gap. Section III.2.c addresses the initiatives and recruitment to close the gap as well as recruitment to higher education.

Several ICHLA Education sub-committee members are actively involved in the planning and implementation of these initiatives. Issues related to the K-12 achievement gap and recruitment to higher education are also reflected in the focus items outlined in section III.5. This 2007 goal will continue to be addressed by the Education Sub-committee through efforts and initiatives in 2008.

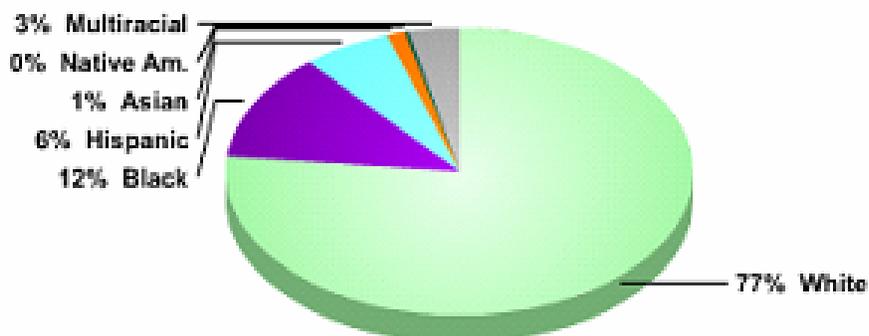
1. Demographics and Statistics

a. Hispanic/Latino K-12 Students

According to the Indiana Department of Education, the total number of students enrolled in grades Kindergarten through grade 12 was 1,045,702 for the 2006-07 school year. Compared with data from the 2001-02 school year which showed an enrollment of 995,438 total number of students, this represents a total increase of 5.05%.

Of these students, 64,067 were Hispanic students representing 6% of Indiana's total student enrollment as shown in the chart below:

Public School Enrollment by Ethnicity 2006-07



The number of Hispanic students has increased significantly in recent years, having grown by 67.8% since 2001-02. At that time, the 38,190 Hispanic students enrolled represented 4% of Indiana's total student enrollment of 995,438.

The table below demonstrates this growth in enrollment of Hispanic students from 2001-02 to 2006-07.

Indiana K-12 Enrollment by Ethnicity	Native American	Black	Asian	Hispanic	White	Multi-Racial	Total
2001-02 Public School Enrollment	2,310	115,618	10,026	38,190	811,800	17,494	995,438
2006-07 Public School Enrollment	2,834	127,207	13,232	64,067	801,998	36,364	1,045,702

Data source: http://mustang.doe.state.in.us/TRENDS/enr_ethnicity.cfm?year=2007

b. Hispanic/Latino Higher Education Students

According to the Indiana Commission for Higher Education, in 2000-01, African American students accounted for 4.9% of the total public post-secondary enrollment in Indiana. "Other minority" students accounted for 3.9% of the total student enrollment. Hispanic/Latino students would fall into the "other minority" category.

The enrollment of Hispanic students has increased significantly over the past few years. For example, since 2004-05, the enrollment of Hispanic students at IUPUI has grown at a rate of 13.9% while the total student population has remained relatively the same with a growth rate of 0.9% as outlined in the chart below.

	2004-05	2005-06	2006-07
Indiana University-Purdue University-Indianapolis (IUPUI)	28,398	29,143	28,679
American Indian or Native Alaskan	90	77	81
Asian	762	772	830
Black, African American	3,058	3,113	2,915
Hispanic	569	608	648
Native Hawaiian or Pacific Islander	0	2	2
White	22,701	23,290	22,884
Undeclared	1,218	1,281	1,319

Data source: Indiana Commission for Higher Education, "Undergraduate enrollment by ethnicity and campus"

c. Hispanic/Latino Adult Education Participants

According to the Indiana Department of Education, Office of Adult Education, in 2006 adult education programs operated at 350 sites across the state in 91 counties. Over 20% of the approximately 42,000 adults served by adult education programs in 2006 were Hispanic/Latino. This statistic is significant since Hispanics/Latinos comprise only 6% of the total population of the state of Indiana.

2006 Adult Education Participants by Ethnicity						
Native American	Asian	African American	Hispanic	Hawaiian/Pacific Islander	White	Total
287	1,666	9,732	8,407	61	22,340	42,493

Data source: <http://www.doe.state.in.us/adulted/welcome.html>

Over 20% of all adult education participants were adult English as a Second Language (ESL) programs. GED students represented approximately 23% of all adult education students.

2006 Adult Education Participants by Program Type	
Adult Basic Education	24,066
Adult Secondary Education (GED)	9,871
English as a Second Language	8,556
Total	42,493

Data source: <http://www.doe.state.in.us/adulted/performance.html>

2. Trends in K-12 Education

a. ISTEP+ Performance Data for SY 2006-07 by Ethnicity

Student performance on the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) assessment demonstrates that all ethnicities, with the exception of Asian Students, achieve at a level below that of the general student population (78% Pass Language Arts, 80% Pass Mathematics) when Special Ed numbers are subtracted.

Hispanic/Latino students are passing at a rate of 54% in Language Arts and 62% in Mathematics.

These ISTEP+ performance data by ethnicity for the 2006-07 school year is outlined in the charts below.

English/Language Arts Results by Subgroup:

2007 English/Language Arts ISTEP+ Results by Subgroup					
	Pupils	Not Pass	Pass	Pass Plus	Pct Pass
Overall	632209	177472	406693	48044	72%
Female	308902	70640	207258	31004	77%
Male	322512	106439	199051	17022	67%
Asian	7933	1499	5042	1392	81%
Black	76687	37367	37873	1447	51%
Hispanic	38831	17682	20105	1044	54%
Native Am.	1703	575	1045	83	66%
White	483687	113243	327818	42626	77%
Free Lunch	235737	98688	130145	6904	58%
Paid Lunch	396472	78784	276548	41140	80%
Special Ed (w/o ISTAR)	92987	58777	32102	2108	37%
Not Special Ed	533424	117563	369925	45936	78%
Limited English	28271	14182	13418	671	50%

Mathematics Results by Subgroup:

2007 Mathematics ISTEP+ Results by Subgroup					
	Pupils	Not Pass	Pass	Pass Plus	Pct Pass
Overall	632209	161008	368085	104371	75%
Female	308902	78695	183176	47226	75%
Male	322512	81917	184552	57105	75%
Asian	7933	1196	3815	3292	90%
Black	76687	36703	36507	3507	52%
Hispanic	38831	15135	21191	2990	62%
Native Am.	1703	529	976	197	69%
White	483687	100390	292117	91530	79%
Free Lunch	235737	88990	129247	17704	62%
Paid Lunch	396472	72018	238838	86667	82%
Special Ed (w/o ISTAR)	92987	50148	37605	5597	46%
Not Special Ed	533424	109802	325740	98774	80%
Limited English	28271	11308	14806	2452	61%

Data source: <http://www.doe.in.gov/asap/statesnap3.html>

The data indicates that Black students are passing the ISTEP+ at a rate below that of Hispanic students in general. For example, 54% of Hispanic students passed the ISTEP+ English/language arts compared with 51% of the Black students. In the ISTEP+ mathematics portion, 62% of Hispanic students passed compared with 52% of the Black students. This underscores that an opportunity for improvement exists not only for Hispanic students but also for other ethnic minorities.

Data source:

<http://www.doe.state.in.us/istep/2007/Data/Grid/DisagReports/allgrades.pdf>

These academic assessment performance data are evidence of an opportunity for improvement for Hispanic students in general. Several factors may negatively impact the academic performance of Hispanic students. These factors may include limited participation in preschool and Kindergarten programs, lack of appropriate instructional support to understand content area concepts, limited formal schooling in the native country, limited knowledge of test taking strategies, poverty and limited English proficiency. It is important to note that a significant amount of Hispanic/Latino students are limited English proficient (LEP); in fact, 50% of Hispanic/Latino students were identified as LEP in school year 2006-07. This opportunity for improvement will continue to be addressed by the Education sub-committee in 2008.

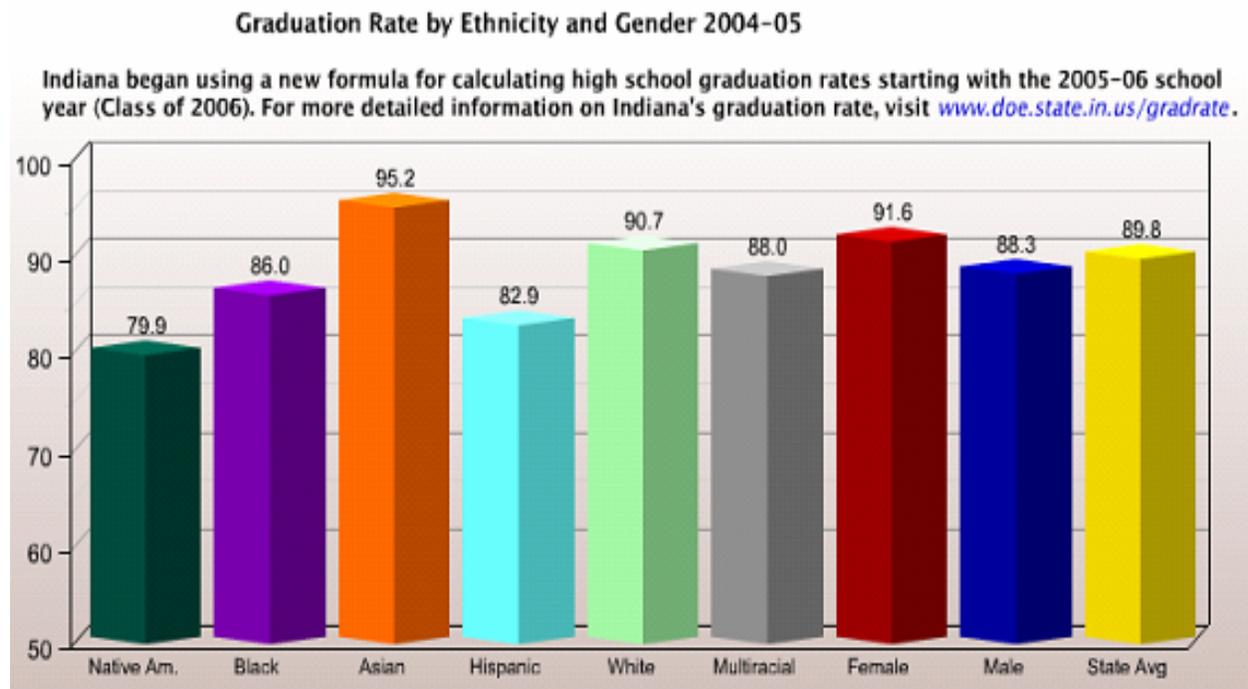
b. Graduation Rates Compared to State Average

For the 2004-05 school year, the graduation rate for Hispanic/Latino students was 82.9% compared to the state average of 89.8%.

For the 2005-06 school year, Indiana began using a new formula for calculating the graduation rate. For school year 2006-07, the State average graduation rate was 76.5% using the new 4 Year Graduation rate formula.

Data is not available by ethnicity. More information on the new formula for calculating the graduation rate is available at: <http://www.doe.state.in.us/htmls/gradrate.html>. Data on graduation rate by ethnicity is available prior to 2005-06.

The bar graph below provides a breakdown of graduation rate by ethnicity for 2004-05.



Graduation Rate by Ethnicity SY 2004-05	
Native American	79.9%
Black, not of Hispanic Origin	86.0%
Asian or Pacific Islander	95.2%
Hispanic	82.9%
White, not of Hispanic Origin	90.7%
Multi-racial	88.0%
State Average (Public)	89.8%

The chart below outlines the graduation rates of Hispanic/Latino students compared to the State average from 2002-03 through 2004-05.

School Year	Hispanic student graduation rate	State average graduation rate
2002-03	84.7%	91.1%
2003-04	84.5%	89.8%
2004-05	82.9%	89.8%

Data source: <http://www.doe.in.gov/asap/statesnap3.html>

NOTE: Further analysis is needed using the State's new formula for calculating graduation rates to make any further assessment on Hispanic/Latino graduation rates. This statistic will continue to be addressed by the Education sub-committee in 2008.

c. Current Programs and Initiatives

Several programs are in place to support Hispanic/Latino students at the high school level in completing graduation requirements and successfully transitioning to higher education. These programs are critical to providing Hispanic/Latino high school students with opportunities to sustain their motivation and drive to complete high school and higher education programs. The following programs provide such support and assistance: El Puente, Project Stepping Stone, Mapping Education Towards Achievement (M.E.T.A), and Tu Futuro.

d. Licensure for Career and Technical Education Programs

Many Hispanic/Latino high school students participate in career and technical education (vocational education) programs (i.e, dental assisting, auto mechanics, etc.). For students that are undocumented, obtaining the vocational license after completion these programs can be problematic since a social security number is required to process the licensure.

Health related and other professions are licensed through the Professional Licensing Agency (PLA). In Indiana, the Professional Licensing Agency is authorized to require social security numbers. I.C. 4-1-8-1. This licensure issue will continue to be researched by the Education sub-committee to determine which professions require the social security number for licenses. This issue will also continue to be a priority in 2008 and is reflected in the 2008-09 focus items in section III.5.

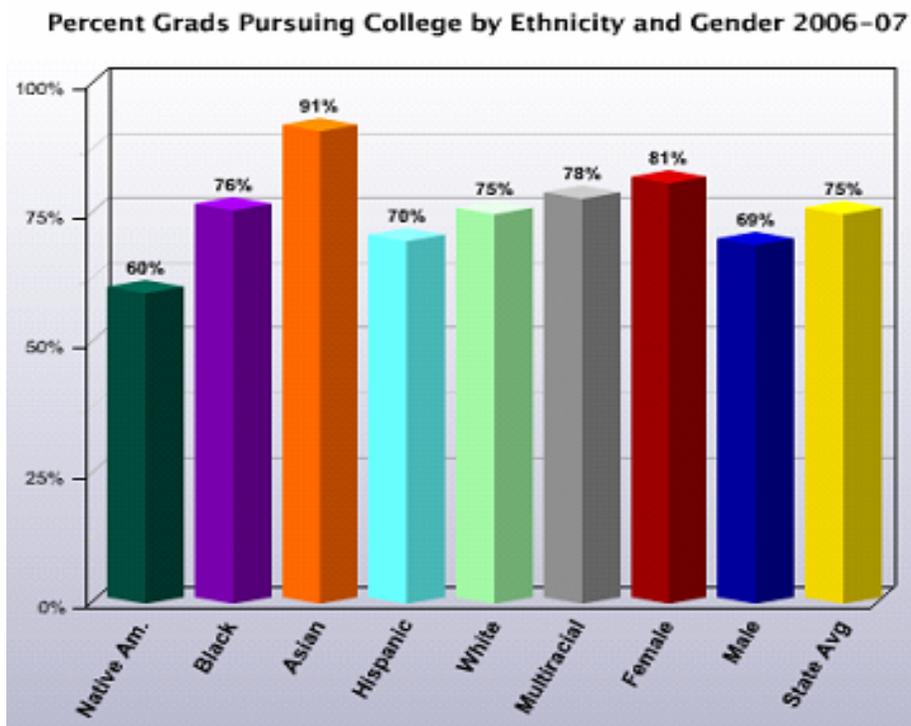
3. Continuing/Higher Education: Successful Patterns

a. Enrollment

According to the Indiana Department of Education, enrollment of Hispanic/Latino students at two and four year institutions of higher education is at 70% compared to the State average of 75%.

High School Graduates Pursuing College in SY 2006-07			
	Percent	College Attend	Total Grads
Native Am.	60%	74	123
Black	76%	4033	5276
Asian	91%	742	819
Hispanic	70%	1504	2161
White	75%	37985	50538
Multiracial	78%	717	925
Female	81%	24931	30723
Male	69%	20124	29119
State Average (Public)	75%	45055	59842

State high school graduation data by ethnicity for the 2006-07 school year are outlined in the chart below.



Data source:

http://mustang.doe.state.in.us/TRENDS/higher_sub.cfm?year=2007&pub=1

b. Financial aid

According to the 2007 Annual Report from Learn More Indiana, Hispanic students are less likely to believe they can afford college. While 58 percent of all freshmen surveyed said they thought they could afford college, just 41 percent of Hispanic freshmen thought so. Among juniors, about 54 percent of all juniors believed they could afford college, compared to just 35 percent of Hispanic juniors. College affordability is a major issue among all students but can be a bigger barrier for first-generation students. The Learn More Indiana survey included responses from more than 100,000 students in 9th and 11th grades at more than 320 public and private high schools around the state. Data from the voluntary survey given in October was compiled by Indiana University's Center for Evaluation and Education Policy.

Data source:

<http://www.indystar.com/apps/pbcs.dll/article?AID=/20080618/LOCAL/806180418/1013/NEWS04>

The increased cost of tuition and limited availability of federal financial aid causes the demand for scholarships to increase. Along with several national level organizations, several Indiana organizations have made scholarships available to Hispanic students or have compiled listings of national scholarship opportunities. La Plaza, Inc. provides a comprehensive listing of scholarships but more private scholarships are needed. Scholarships are offered by the Mexican Consulate and others are administered by the Central Indiana Community Foundation (CICF).

4. Adult Education Programs

a. ESL Programs and Workforce Development

Over 20% of all participants in adult education programs including adult ESL, GED, and adult basic education are Hispanic/Latino. Many of these students struggle with issues related to transportation, child care, and under or unemployment. Adult education challenges specific to GED include: identification requirements for GED test participation, fees for GED testing, and the lack of increases in State funding to support GED preparation classes.

According to adult education performance comparisons from the Indiana Department of Education, the Hispanic/Latino population of Indiana ranks significantly higher than the national percentages for adult ESL achievement gains. For the 2005 program year, 46% of Indiana adult ESL students from Beginning Literacy to High Advanced levels achieved an educational gain compared to the national average of 34%.

Data Source: <http://www.doe.state.in.us/adulted/performancedata.html>

B. Business/Economic Development Subcommittee

The ICHLA Business/Economic Development Subcommittee is comprised of commissioners, business owners, community leaders, and other individuals from Indiana communities across the state. This sub-committee is tasked with researching economic development and business-related issues that affect Indiana's Hispanic/Latino community and reporting on related issues and challenges to the Commission.

1. Indiana Hispanic/Latino Buying Power

Indiana benefits from a vast amount of buying power (the personal income available after taxes, not including money that was borrowed or saved in previous years) from the Hispanic/Latino community and from other minority communities.

A recent report from the University of Georgia's Selig Center for Economic Growth titled, *The Multicultural Economy of 2005: America's Minority Buying Power*, shows that the Hispanic market in Indiana is greater than the economies of Mali and Armenia and could surpass those of Uganda and Nepal by 2010.

The chart below shows that the Hispanic/Latino buying power in Indiana was \$4.9 billion in 2005 and will increase in 2010 to \$7.1 billion.

Indiana Minority Buying Power (In thousands)

Race	1990	2000	2005	2010
Hispanic	\$1,047,786	\$3,272,047	\$4,866,103	\$7,108,853
Asian	\$697,716	\$1,628,561	\$2,546,026	\$3,897,539
Native American	\$141,690	\$318,554	\$413,035	\$560,672
African American	\$4,475,644	\$8,954,318	\$11,276,805	\$14,887,163

Source: University of Georgia Selig Center, *The Multicultural Economy of 2005: America's Minority Buying Power*, 2005

These figures are attributed in part to the growth of the state's Hispanic/ Latino population combined with recent increases in the number of Hispanic/Latino owned businesses.

A study conducted by the U.S. Department of Commerce found that nationally Hispanic/Latino owned businesses grew four times faster than the number of all U.S. firms.

2. Research and Classification

In the United States alone, Hispanics owned 1.6 million nonfarm businesses in 2002. These businesses employed 1.5 million persons and generated \$220 billion in revenue. Hispanic-owned businesses include Hispanic-owned firms operating in construction, administration and support, waste management and remediation services, repair and maintenance, and retail and wholesale trade. Between 1997 and 2002 the number of Hispanic firms in Indiana increased from 4,277 to 5,482.

Another name for Hispanic-owned businesses is Hispanic Business Enterprises (HBEs). HBEs are defined as any business where more than 50% of its ownership is held by persons of Hispanic decent. In 2007, the Hispanic Business Council of Indianapolis conducted a study of HBEs, and published the statistics in order to provide information on how Indiana Businesses can help HBEs.

HBEs are further divided into four categories: highly-segmented, product-integrated, market-integrated, and highly-integrated. The highly-segmented group includes HBEs which provide Hispanic/Latino cultured products to Hispanic/Latino customers. The product-integrated group includes HBEs that provide mainstream, non-Hispanic/Latino cultured products to Hispanic/Latino customers. The market-integrated group includes HBEs that provide Hispanic/Latino cultured products to mainstream, non-Hispanic/Latino customers. The highly-integrated group includes HBEs that provide non-Hispanic/Latino cultured products to mainstream, non-Hispanic/Latino customers.

3. Owner Demographics

Education level, English/Spanish-speaking proficiency, and many other factors can shed some light into the HBEs. The education level of an individual can greatly affect the outcome of the business. A study shows that the higher the level of education, the higher the integration level of the business. When an HBE has a better English-speaking proficiency, they are more likely to be integrated in their business model. On the other hand, if the HBE speaks more Spanish, the HBE is more likely to be segmented from the broader market.

The typical age of an HBE business owner is between 39 and 45 with the gender being two-thirds male and one-third female. Over half of HBE business owners are from Mexico; about 16% are from the United States, while the rest are from a combination of Central America, South America, and other areas. Of the business owners that migrated to the United States, the average arrival in the United States was between the years 1991 and 1993. Most of the HBE business owners plan on staying in the United States, and the higher the level of integration into this country, the more likely the owner is to stay here.

4. HBEs Industry and Characteristics

The majority of the HBE industry includes Wholesale/Retail/Distribution, Professional Services, and Food Services. The majority of HBEs have less than 5 employees and have been around for an average of 3.2 years. Businesses are valued at an average of \$656,831. The market values of market-integrated businesses are \$1,397,382, and the market values of highly-integrated businesses are \$1,308,928. Highly-segmented businesses are at a market value of \$181,732. The market value of these companies show that the more integrated a company is the more money the company pulls in.

When asked how these businesses started, 47% said they started their businesses by themselves, 35% said they started their businesses with family members, 16% started their businesses with people who were not family members, and 2% said they bought the business.

HBE owners are more likely to start their own business if they are providing non-Hispanic products to Hispanic/non-Hispanic customers. HBE owners are more likely to start a business with a partner or partners, family members or non-family members, if they are selling Hispanic oriented products to Hispanic/non-Hispanic customers.

One-third of the HBE businesses in Indiana have a written business plan. HBE owners with a business plan said that they created one to increase the value of their business, visualize the future, to measure their performance and activity, and to obtain loans from financial institutes. Businesses without a written business plan said that their business was just starting, they did not know what one was, they did not have the time to prepare one, they did not have any profit yet, or it has not been required to create one. HBE businesses without business plans should be introduced to the significance of the development of a business plan.

Researchers believe that HBEs will be more likely to employ Hispanic/Latino workers; however, the more an HBE provides an integrated product/service mix, the smaller the number of Hispanic/Latino employees a business will have. Researchers also anticipate that HBEs will use a large number of Hispanic/Latino employers; although again the more integrated the product/service mix of a business becomes, the less likely it is for a HBE to use one. 30% of HBEs applied for a loan in the past two years. 81% of those business loans were approved.

If the HBE offers a more segmented product/service mix in their business model, they view state and local laws and use of the English language as a barrier in their business development. If the HBE provides a more integrated product/service mix in their business model, they are more likely to be fluent in English and do not find it a barrier to their business development. A common misconception is that if the business is a Hispanic Business Enterprise, then it is a Spanish speaking business, but that is not the case. Most HBEs are actually fluent in English. Most of the HBEs view a lack of capital as a barrier in developing their business.

5. Conclusions

HBE owners should utilize having a successful business mentor when starting the business.

At the beginning of a business, the business needs to be shown the importance of preparing a business plan.

Marketing and advertising, as well as instruction on how to do business within Indianapolis, need to be provided.

HBE owners need specific guidance on basic rules of how to run a business, including business law, accounting, and taxation, financial and human resource management, and customer service.

Business owners should be afforded the opportunity to learn how to relate in the community that they live, as well as how to go outside of the community in order to expand their businesses.

Most HBE owners agree that learning English is a necessary tool to help their businesses thrive. However, places where individuals can learn English as a second language (ESL) are hard to find.

While resources need to be provided, business owners also need to know where to search for information.

C. Legislative Subcommittee

The Legislative Subcommittee is comprised of commissioners and experts (attorneys, representative from legislative services agency (LSA), legislators, etc.). This committee was created to identify bills, resolutions and/or ordinances to be monitored, designate committee members to monitor, regularly update commissioners via email on major actions of legislation and ordinances being monitored, record updates in a progress report to be presented to Commissioners for approval, and deliver regular monitoring and legislative alerts to commission members. This committee researches and monitors state, federal and local laws affecting Hispanics/Latinos in the State of Indiana. The Committee also forms legislation as needed stemming from the Commission's legislative recommendations. The Committee may also review the Commission's code and recommend amendments. Various Issues: Monitoring state legislation and municipal ordinances Goals to provide the commission with regular updates on federal, state and local laws affecting Hispanics/Latinos in the State of Indiana Actions.

1. Findings and Research

The state of Indiana's Hispanic/Latino population has grown over the last several years. In the year 2007 our Hispanic/Latino communities face multiple challenges in areas such health care, education, employment and training, crime, language barriers, driver's license, and many more.

If Indiana fails to find a viable solution to the driver's license issue, many Indiana Hispanics/Latinos will find themselves faced with yet another barrier: obtaining a driver's license that would allow them to work to try to meet the daily needs of their families.

2. Education

a. Pre-school Access

When compared to other groups, Latinos are least likely to participate in Pre-K programs. Without early intervention, many children start kindergarten lagging behind their peers—and many of them never catch up. There is a growing body of evidence that high quality Pre-K programs can have a positive impact on the school careers of many children.

b. K-12 Performance

Education is a core civil right, but too many of our children are being denied access to educational opportunities in our nation's public schools, especially Latinos and other students of color. The nation's high schools are graduating just over 50 percent of Latino students. Moreover, about 2,000 of the nation's 22,000 public high schools produce roughly half of the nation's high school dropouts, and not surprisingly, these "dropout factories" serve mostly students of color. For many, the No Child Left Behind Act (NCLB) is seen as a vehicle for ensuring that more students of color leave high school with a diploma in hand and prepared to reach their full potential in order to enjoy productive and fulfilling lives. Note: In Indiana, approximately 83% of all Hispanic/Latino students graduate high school.

c. Colleges and Universities

Knowing that higher education is key to the nation's workforce and global competitiveness, the ICHLA needs to work with elected and appointed officials in to create a series of strategic convening and activities in order to provide policymakers from various jurisdictions with an opportunity to discuss, analyze, and systematically develop effective goals, tools, and strategies that promote key aspects of successful higher education access principles in the state of Indiana. The ICHLA needs to follow up the state universities and the DREAM Act so we can ensure the Hispano/Latino students get the proper information to get higher education access. Note: In Indiana, over 70% of Hispanic/Latino high school graduates enroll in colleges and universities and the numbers are growing.

3. Economic Development

The two key elements to promote broad – based economic growth are: 1) Public infrastructure and 2) A well-trained labor force. Education is an identified key to promoting economic growth.

Latino owned businesses tend to be smaller than the norm. In order to address the issue of raising the socioeconomic status of Latinos, a good starting point would be to nurture HBEs and encourage their growth and extension into other markets. Involving new credit and education and training for both workers and entrepreneurs would help further this goal.

When compared to the national average, HBEs in Indiana are disproportionately concentrated in agriculture, retail trade, and services and underrepresented in manufacturing, wholesale trade, and finance despite the recent catch-up process.

When discussing business development it is important to discuss access to capital. Many HBEs are undercapitalized and face higher interest rates on loans, and therefore are often reluctant to apply for credit, thus stagnating potential HBE business growth.

Also of importance is networking which will be key for businesses to gain access to services outside of the Latino community and grow. In an effort to increase HBEs, those businesses that give back to their communities should be rewarded for doing so.

Some policy considerations must include extending the notion of industry to include the relevant sectors of Latin American countries, the ability for business owners to identify and value opportunities that can increase their competitiveness, an integrated business development plan, and increasing access to loan and equity based capital.

D. Health Subcommittee

The Health Subcommittee is comprised of commissioners, health care physicians, representatives of state health agencies, and other individuals from Indiana communities across the state. This subcommittee has the task of researching health-related issues in the areas of health disparities, preventative care practices, health diseases, and other related issues that affect Indiana's Hispanic/Latino community. The subcommittee also reported its findings, proposals, and recommendations on specific areas of concern to the commission. During 2007, the Health Subcommittee researched the following areas of concern:

1. Heart Disease

Heart disease, including but not limited to coronary heart disease, heart attack, and heart failure, is the leading cause of death and disability in both Indiana and the United States. Certain lifestyle factors may put individuals at risk for developing heart disease. Some examples of these factors include diabetes, high blood pressure, overweight and obesity, tobacco use, excessive alcohol use, physical inactivity, and heredity. Despite a decline in the number of deaths due to heart disease, the Hispanic/Latino population still has a high rate of heart disease. In addition, Multiracials (many of whom have Hispanic/Latino ancestry) have the highest percentage of individuals who have been told by a doctor that they had a heart attack (17.7%). For these reasons, two goals of Healthy People 2010 are to reduce Hispanic/Latino deaths from heart disease and stroke.

2. Obesity

According to the CDC, one of the national objectives of the year 2010 is to decrease obesity among adults to less than 15%; however, obesity increased from 15% in 1976-80 to 32.9% in 2003-04. The situation is worsening in children as well; in children ages 2-5, obesity has increased from 5% to 13.9%. Obesity among Hispanics/Latinos has increased from 11.6% to 23.7% between 1991 and 2001. The national average for fruit and vegetable consumption among Hispanic/Latino adults was 20.4%. There are traditional dietary programs that exist, but many in the Hispanic/Latino population have a hard time identifying with them. For this reason, there are many groups trying to create programs that will relate to the Hispanic/Latino community. Obesity causes health issues such as cardiovascular disease, diabetes, and cancer, and if we can relate important information on this topic to the community, we can reduce health issues caused by obesity.

3. Substance Abuse

Substance abuse includes but is not limited to drug abuse, alcohol abuse, and tobacco abuse. Studies reveal that 8th and 12th grade Hispanic/Latino students have the highest rate for some drug use: crack, heroin with and without a needle, ice, and Rohypnol. The high rate of drug use among young people is a serious problem that causes health issues, abuse problems, and even addiction for their entire lives. There are many preventative programs such as Life Skills Training, Familias Unidas, and Keepin' It Real, among others, which are effective. The goals of these and other programs are to discover the attitudes, beliefs, and intentions towards drug abuse, and the family, school, and peer situations that cause young people to use drugs.

a. Alcohol Use

Similar to drug use and addiction, some Hispanics/Latinos struggle with the use and abuse of alcohol. The exposure to drugs and alcohol starts at an early age. Hispanic youth see substantial amounts of alcohol advertising in English-speaking media.

Hispanic youth know the language more than their elders; therefore, it affects them more than Hispanic adults. Studies show a significant connection between the media and alcohol use in young people. Excessive amounts of alcohol use, not only in young people, causes more than 75,000 deaths per year. These deaths from alcohol abuse include motor vehicle crashes, unintentional injuries due to fights, liver disease, cancer, neurological disease, and psychiatric problems such as depression, anxiety, and antisocial personality disorder. Indiana Multiracials have the highest prevalence of adult heavy drinkers at 7.6% and Hispanics have the highest prevalence of adult binge drinkers at 18%.

b. Tobacco Use

Finally, there is the issue of tobacco. 15% of all Hispanic adults smoke, 9% of Hispanic middle school students smoke, and 22% of Hispanic high school students smoke. One major problem is that there is a positive relationship between smoking and the level of acculturation for the Hispanic/Latino community. Tobacco use, primarily smoking, may cause heart disease, emphysema, lung cancer, chronic lower respiratory disease, among other chronic diseases and may cause cancers of the lip, oral cavity, pharynx, esophagus, urinary bladder, and kidney. Many individuals have an addiction to tobacco; however, a problem arises when addictions are not seen as diseases, despite the adverse effects of addictions that are like other medical diseases. Society also associates drug use and addiction to illegal drug activity, which challenges the community to create an effective prevention and treatment strategy.

4. Oral Health

Home oral health care and population-based prevention are important; however, it is also important to utilize professional oral care. Professional oral care, including regular check-ups and cleanings, help diagnose early stages of oral disease and other oral problems. Without the use of professional oral care, individuals can develop oral diseases, oral cancer, lose their natural teeth, and decreases the detection of lesions from poorly fitted dentures, medications, or other medical conditions.

5. Teen Pregnancy

Nationally and locally, teen pregnancy and birthrates have declined over the last decade and a half due to fewer teens having sex, increased use of contraceptives, and more effective teen pregnancy prevention programs. In 2002, 40% of all Hispanic/Latino girls aged 15-19 reported having had sexual intercourse, a decrease from 56% in 1995. Even though teen pregnancy is on the decline, there is still a need for it to decrease even more. A report from the Guttmacher Institute in 2000, shows 787,000 pregnancies to teens aged 15-19, nearly 205,000 Hispanic/Latina teens became pregnant and only 129,469 reported giving birth.

Although not specific to the Hispanic/Latino community, In 2003, 82% of teens giving birth were married and over 80% of unmarried teens live with their parents or other adults.

Teen mothers are less likely to receive adequate pre-natal and post-natal care. Their pregnancies are 21% more likely to produce low birth rates, an increased chance of childhood health problems, with a low infant mortality rate. With these figures, only 4% of teen mothers completed high school and went on to college while only 40% even finished high school. Teen mothers are more likely to be incarcerated during their teen years and early twenties, while teen fathers are more likely to engage in delinquent behaviors such as alcohol abuse, drug dealing, and complete fewer years of schooling. Many teen mothers must accept welfare and apply for public assistance because only 30% of them actually receive child support payments.

According to a study conducted by Mathematica Policy Research, the cost of teen childbearing on the government and the taxpayer is approximately \$7 billion annually. These are the reasons why, although the teen pregnancy rate is on a decline, there is still more that the community can do to help.

6. Mental Health

Major depression today affects many in the Hispanic/Latino population, both adults and children, and is debilitating because it frequently starts early in life prior to age 25. Major depression is now the leading cause of disability and long-term functional impairment. Depression often co-occurs with other mental and physical illness and can cause an increase in co-morbidity and loss of productivity. Hispanics/Latinos describe their experience with depression in the form of body aches and pains, e.g., stomachaches, backaches, or headaches, and persist despite medical treatment. Other symptoms include changes in sleeping or eating patterns, restlessness, and having difficulty concentrating or remembering.

While depression is a major problem, the vast majority of Hispanics/Latinos fail to receive adequate mental health care. Hispanics/Latinos are less likely to receive mental health care and even less likely to return if they did seek mental health care. Less than 1 in 11 Hispanics/Latinos contact a mental health care provider while less than 1 in 5 contacts a general health care provider. Hispanics/Latinos are likely to seek treatment for mental health disorders in non-mental health settings, such as general health care practitioners or faith-based organizations. Another possible reason includes their lack of desire to handle a 'family situation' outside the home. Hispanics/Latinos sometimes may not seek mental health care professionals because they may have a lack of knowledge on where to seek treatment, lack of insurance and knowledge on how to obtain it, lack of proximity to treatment facilities, lack of transportation, and lack of Spanish-speaking individuals trained to meet their needs. Out of 100,000-trained practitioners, there are only 20 Hispanic/Latino surnamed mental health professionals. Hispanics/Latinos may experience a lot of stress when immigrating into the country and trying to become acclimated. This issue causes the number of depression cases to rise and causes an increase in the need of adequate education and help as well.

REFERENCES

Bureau of Citizenship and Immigration Services (BCIS). Retrieved: August 2008
<<http://www.uscis.gov.html>>

Census Bureau 2000. Indiana Census 2000 Report. 2000. Retrieved: August 2008
<<http://www.census.gov/main/www/cen2000.html>>.

Center for Disease Control and Prevention, Behavioral Risk Factor Surveillance System Survey Data, 2002. Retrieved: August, 2008. www.statehealthfacts.org.

Department of Education. Stronger Accountability Fact Sheet: NCLB Provisions Ensure Flexibility and Accountability for Limited English Proficient Students. 19 February 2004. 17 February 2006 <<http://www.ed.gov/nclb/accountability/schools/factsheet-english.html>>.

Espinosa, Gaston, Virgilio Elizondo and Jesse Miranda. Hispanic Churches in American Public Life: Summary of Findings. University of Notre Dame's Institute for Latino Studies. Vol. 2003.2. January, 2003.

Fry, Richard. A report on "Latino Youth Finishing College: The Role of Selective Pathways." Pew Hispanic Center. 23 June 2004. Washington, D.C., Maryland. 17 February 2006 <www.pewhispanic.org>.

Guttmacher Institute, *A Report on Teen Pregnancy Rates*, 2000.

Humphreys, M. Jeffrey. 2005. The Selig Center for Economic Growth: The Multicultural Economy 2005: America's Minority Buying Power. Volume 65, #3.

Indiana Commission for Higher Education, "Undergraduate enrollment by ethnicity and campus"

Indiana Department of Education, Office of Adult Education, ICHLA Education Subcommittee joint presentation at the September 2007 meeting.

Indiana Department of Education. Retrieved: August 2008.
<http://mustang.doe.state.in.us/TRENDS/enr_ethnicity.cfm?year=2007>
<<http://www.doe.state.in.us/adulted/performancecedata.html>>
<<http://www.doe.in.gov/asap/statesnap3.html>>
<<http://www.doe.state.in.us/istep/2007/Data/Grid/DisagReports/allgrades.pdf>>
<<http://www.doe.state.in.us/htmls/gradrate.html>>
<http://mustang.doe.state.in.us/TRENDS/higher_sub.cfm?year=2007&pub=1>

Indiana Department of Education, Office of Adult Education, Retrieved August 2008,
<<http://www.doe.state.in.us/adulted/performancecedata.html>>
<<http://www.doe.state.in.us/adulted/welcome.html>>

Learn More Indiana. 2007 Annual Report. Compiled by Indiana University's Center for Evaluation and Education Policy, Retrieved August 2008

<http://www.indystar.com/apps/pbcs.dll/article?AID=/20080618/LOCAL/806180418/1013/NEWS04>>

Mathematica Policy Research, The Cost of Teen Childbearing on the Government and the Taxpayer. Retrieved August 2008.

U.S. Department of Commerce, study on Hispanic/Latino owned businesses growth. Retrieved August 2008.

ACKNOWLEDGMENTS

The ICHLA would like to thank the following individuals for their contributions made to this report:

Indiana Department of Education Attendees and participants of ICHLA meetings,
subcommittee meetings, forums and conferences

ICHLA

INDIANA COMMISSION ON HISPANIC/LATINO AFFAIRS
402 W. WASHINGTON ST. RM. W252 INDIANAPOLIS, IN
46204 317-233-5048 [HTTP://WWW.IN.GOV/ICHLA](http://www.in.gov/ichla)